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ABSTRACT

This issue features a special report on a 1982-1983 study of 19 rural North Dakota high schools. The report is preceded by a brief commentary. The study provides in-depth descriptions of 7 schools and survey data from 12 others, and has sections on teachers, students, purposes and expectations, school climate and relationship with the community, and issues and potentials. Among issues and potentials cited are needs for: access to further training for teachers; teacher networks from school to school; teacher involvement in decision-making about school issues; more planning time for teachers who teach a wide variety of subjects; using literature which reflects rural life, values, and isolation; connecting curriculum elements to the local culture, language, and history; and capitalizing on the vast rural laboratory and observation base in science classes. Brief articles by a rural high school teacher and a rural school superintendent reflect the view that the study is too negative, while commentary from a rural school board member indicates the report contains familiar and accurate information. A complete list of 1982-1983 North Dakota High School enrollments, from the smallest school (13 students) to the largest school (1,285), concludes the document. (BRR)

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Rural High Schools: Heart of Education in North Dakota

SPECIAL REPORT

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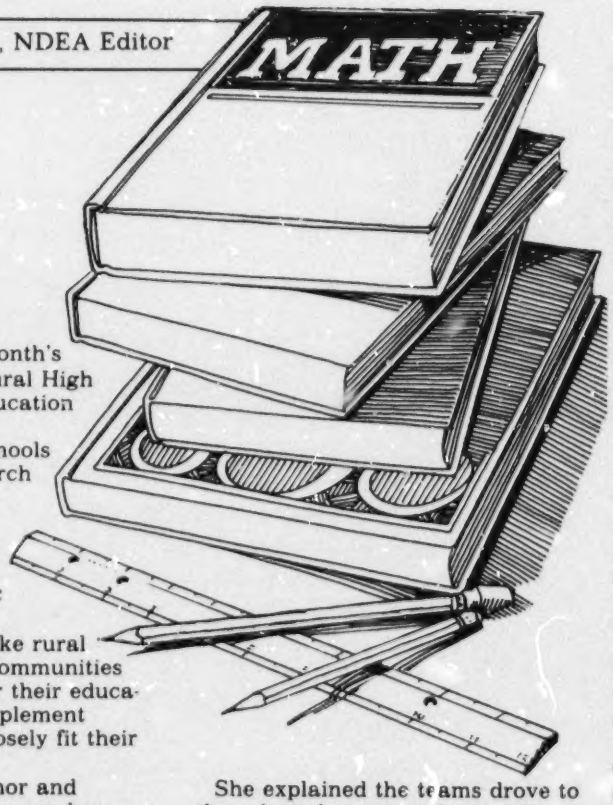
Research Creates Sudden Impact

By DICK PALMER, NDEA Editor



SELDOM if ever has NDEA printed a study so throughly researched as this month's special report on "Rural High Schools; Heart of Education in North Dakota."

Some rural high schools involved in the research began to make positive changes before the ink dried on the study's written overview. That's the basic purpose of the study.

It is designed to make rural educators and their communities examine and consider their educational efforts, then implement changes that more closely fit their rural needs.

Cecilia Traugh, author and veteran educational research expert at the University of North Dakota's Center for Teaching and Learning, said work on the study began in the fall of 1982. "That was primarily organizational work here at the University," she said, "involving decisions and planning of which schools to study, the kinds of surveys to be taken and descriptions to be written."

From January through April of 1983, two and three-member teams of researchers visited seven of the districts involved in the study. Survey data was taken from 12 other districts.

She explained the teams drove to the selected towns and spent four to nine days each in constant interviews with administrators, teachers, parents, students, community businessmen and women and media editors or representatives.

Team members also visited classrooms and rode on school buses. What did they obtain, for example, from a bus ride?

"We were able to get a sense of when the students' day started, and by talking with them on the bus what they did the night before and what they planned on doing in school that day," said Traugh.

"They were very willing to talk with us so we could obtain a sense of what was going on in their school and daily lives. We also learned what the country is like around their school and how far they travelled."

Surveys were sent out in April of 1983 to 25 high schools scattered across the state and similarly sized. Questionnaires for students, teachers and administrators were sent and responses were received from 12 of those schools.

Writing of the report printed in this issue began last summer after survey data had been plugged into a computer and tabulated.

This overview was completed in October and presented by Traugh during a special hearing at the State Capitol in Bismarck last November.

Funding for the report came from the Mid-Continent Regional Educational Laboratory in Denver, a federally sponsored operation linked with the National Institute of Education. Other funding came from the State Department of Public Instruction and the UND Center for Teaching and Learning, which also provided the staff effort of Traugh and five other faculty members.

It was one of Traugh's more enjoyable pieces of research, she said. "I enjoyed it for a variety of reasons. That includes meeting the people in rural schools and communities and having them talk about their work and lives there. They were all very nice, easy to meet and willing to talk. Just being in those towns was an enjoyable experience."

Part of Traugh's hope for the study is already occurring.

"It is my hope," she explained, "that people in these rural settings will find themselves somewhere in all this research material and say, 'In my setting this is what I should do.' They will come up with ideas from the study that particularly fit their districts."

She explained as a result of detailed descriptions written about the schools that were visited, changes are already beginning to happen. "They are beginning to act on things they saw themselves doing," she said. "In a discussion this fall," for example, "one district is now acting on a student literacy problem that was discovered."

She summed it up with a quote that many a researcher would love to make:

"I have never been involved with a research project that had this kind of immediate impact."

Rural High Schools:

Heart of Education In North Dakota

RURAL Images: Small-town bars; pickups and guns; large kitchens in which everything important happens; auctions; homemade; waking up early; being able to walk from one end of town to another; no stop signs; no foreign films; always having another fence to fix or machine repair to make; sounds of machinery, dinner bells, the mailman coming up the road; smells of baking bread, manure, fresh-mown hay.

RURAL People: Country people transport their qualities with them if and when they move to cities; proud of land and family; live at a slower pace, in a more relaxed way, with fewer distractions than city people; are less sophisticated than city people; are not embarrassed by country music; have less available than city people but do more with what they have; may not always value their life-style; called Middle-Americans; traditional, stolid; hate cities, freeways.

By CECELIA TRAUGH
University of North Dakota
Center for Teaching
and Learning

RURAL Life Qualities: Farm-based economy and so associated with production, rather than consumption; change seems to come to it slowly; based on a special sense of time; includes a strong sense of community; contains sense of distance and with that, isolation; remains integrated with nature; defined by a strong set of values; can be known by the contrasts it contains and elicits.

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ATTEMPTS to define words like "rural" or to describe the "rural way of life" run quickly into the hazards created by the relative nature of the concepts. However, some hints at the qualities of life carried in the word by North Dakotans can be an important context for any discussion of schools and education in the state.

The belief that rural life is based on a strong sense of values, that one of those values is that of community, the apparent integration of nature throughout rural living, and the shaping roles of distance and isolation are particularly interesting facets of a description of rural life. Each can be only briefly elaborated upon here but the hints are enough, I hope, to form a base for thinking about rural schools.

When talking here about values, the content is not for the most part of critical importance. Whether rural people's values are traditional, anti-modern, or conservative ones, for example, is another topic. What is of interest is the belief — held by rural and city people alike — that the rural way of life is held together by a permeating set of values, that rural people act on and live by.

Evidenced by stories of never locking one's house and always leaving the key in the car's ignition or by descriptive phrases such as neighborliness, close-knit, and team-work, the value placed on community appears to be one critical aspect of rural life. The family community seems to be one of integration, working together, everyone having a job, self-sufficiency.

While the word neighborliness can connote nosiness, it also carries with it a sense of concern for your fellows. While a sense of community can be limited to simply knowing the details of the kinship networks of an area, it can also be extended to knowing people better, more deeply. While it may be a myth that knowing everyone improves behavior and character, that same knowing and the sense that everyone is a child's parent can be a force for supporting certain behaviors and for enabling people to show concern and caring.

If in cities people seem to insulate and protect themselves from others and from activities, in rural settings people appear to come together out of a need to be together and they seem to develop strong attachments to their towns, schools, churches.

Another set of qualities of rural communities is contained in the idea of homogeneity. Particularized by the point that foreign films are not shown in small towns, one part of this idea rests in the narrowness of choice of activities and of material goods available. A lack of human diversity along the lines of cultural background, race, political belief, or economic status is a second important aspect of this idea.

Juxtaposing the idea of community with the description of rural life as being isolated adds to our understanding of both elements. Words and phrases such as outlying, middle-of-nowhere, wide-open spaces, travel time, space, distance and the idea that the next step beyond rural carries one into the wilderness, convey some of the feelings that rural life is isolated and isolating. They contribute to the sense of a wider world being far away

The image and reality of rural life probably continues to be one of the integration with nature. On the practical side, this connection is obvious. Agriculture is the economy. Weather is an overriding force to both accept and do battle with. Animals are important parts of humans' lives. Extended a bit, the connection between rural life and nature becomes one of comfort, rootedness, pride in the land, and of knowing and being attached to the landscape.

Imbedded within these images are schools. They are mirrors of such images and they are counterpoints as well. To think about rural high schools in North Dakota, their current state and their possibilities, is to stay in touch with those qualities inherent in rural North Dakota yet connect them to the wider world as well.

This study of rural high schools in North Dakota includes in-depth descriptions of seven schools and survey data from 12 others. The primary emphasis involves a description of the schools — who

About The Author

Cecelia Traugh is Associate Dean of the Center for Teaching and Learning, University of North Dakota. In addition to her academic administrative responsibilities, she is Associate Professor of Secondary Education and Foundations of Education. A native of California, Cecelia completed her academic preparation (B.A., M.A. and Ph.D.) within the University of California system (Riverside and Berkeley). Her principal academic areas are history and curriculum. A former high school teacher of social studies, Cecelia has focused much of her scholarship on secondary schools. She served as a field researcher for the recent Carnegie Study on High Schools and served as coordinator for the Study of Small High Schools in North Dakota. In both of these important efforts, the emphasis was on the careful description of life in high schools.

teaches and learns there, contexts for the teaching and learning which occurs there, the sense of purpose which people hold for them and the connections with communities. A second purpose is to present some thinking regarding the potentials of rural high schools and the ways this state might go about fulfilling them to an even greater degree than we are now.

Located across the state of North Dakota, the seven schools described in detail have student populations which range from approximately 40 to 140. Visits to the schools were completed over the months of January-April, 1983 and ranged from four to nine days in length.

Teachers:
A Basic Description

Homogeneity of background, education, and teaching experience is a central descriptive theme of the teaching faculties in the schools studied. By far, the largest number of teachers in these schools have rural roots. This description of the teachers in one school is typical.

> Most of their families were either directly involved in farming or were in agriculture-related businesses. Twelve teachers come from North Dakota towns comparable in size or smaller than Branding Iron, while only one grew up in a large North Dakota city. One faculty member came from an eastern metropolitan area while four others graduated from small to medium-sized high schools in Wisconsin, Montana, Minnesota, and Iowa.

Of the 67 teachers included in the survey, 17 percent graduated from an out-of-state high school (no information about size was indicated), 57 percent graduated from schools of 1-200 students, 12 percent graduated from schools with more than 200 students, and 13 percent did not respond.

The small, teacher-education oriented colleges of North Dakota are the **alma maters** of the vast majority of these rural high school teachers. Of the teachers surveyed, 66 percent graduated from these small, North Dakota schools, 6 percent graduated from colleges out-of-state, 9 percent from the University of North Dakota, and 15 percent from North Dakota State University (3 percent did not respond). This same basic pattern existed among teachers in the seven schools described in depth.

Graduate degrees are few and far between among teachers in rural North Dakota high schools. Two (3 percent) teachers of the 67 surveyed said they had master's degrees. For 85 percent of these teachers, the number of graduate hours range from none to 20, with 42 percent of the total group having completed 1-10 hours. This situation as it exists in one school is described as follows:

> For most of this group of teachers, graduate work has been limited to a number of scattered courses taken when certification demands dictated or when opportunity availed itself. One relatively new teacher described a summer of concentrated study. Two of the teachers have completed master's degrees—both women and both in educational administration. One teacher reported beginning a master's program in counseling but lost interest and quit.

There is, in most of these schools, a good degree of stability and experience within the teaching staffs. Among the teachers surveyed, 48 percent had never changed schools, 34 percent had taught in one school other than their current one. Only one teacher had taught in as many as four schools. As one of the more stably staffed schools is described:

> The high school has successfully fostered faculty retention and stability. The school district has encouraged long tenure for faculty. 'Seeking and retaining good teachers', in the words of one board member and stated in similar language by the superintendent, 'helps us keep a good school." The majority of the 15 person faculty at the high school have taught there nine years or longer with the average tenure being just over ten years.

The teachers in the survey pool have a greater range in experience than the one school described above, but only four (6 percent) were first-year teachers, and ten (15 percent) were teachers with 15 or more years of experience. The majority of this pool (45 percent) had taught in their current school from two to five years; 34 percent had been in their current position from six to 14 years. An important aspect of the experience of these teachers is that it is gained in rural schools—schools of similar size and location to the ones in which they are currently working.

> ...both (the high school principal and the superintendent) talked about the problem inherent in trying to hire one teacher who could fill one and one half or even two 'slots.' One didn't, they pointed out, look for the best chemistry teacher they could hire; they now had to look for the best chemistry teacher they could hire who could also teach French.

Discussed here as a hiring problem, teaching loads in these schools are neither light nor uncomplicated. Of the teachers in the surveyed schools, 66 percent teach two different subjects and 31 percent teach in three different areas. In one of the smallest schools visited in this study, the load issue was not as much one of teaching different subjects but of teaching all the levels of the same subject.

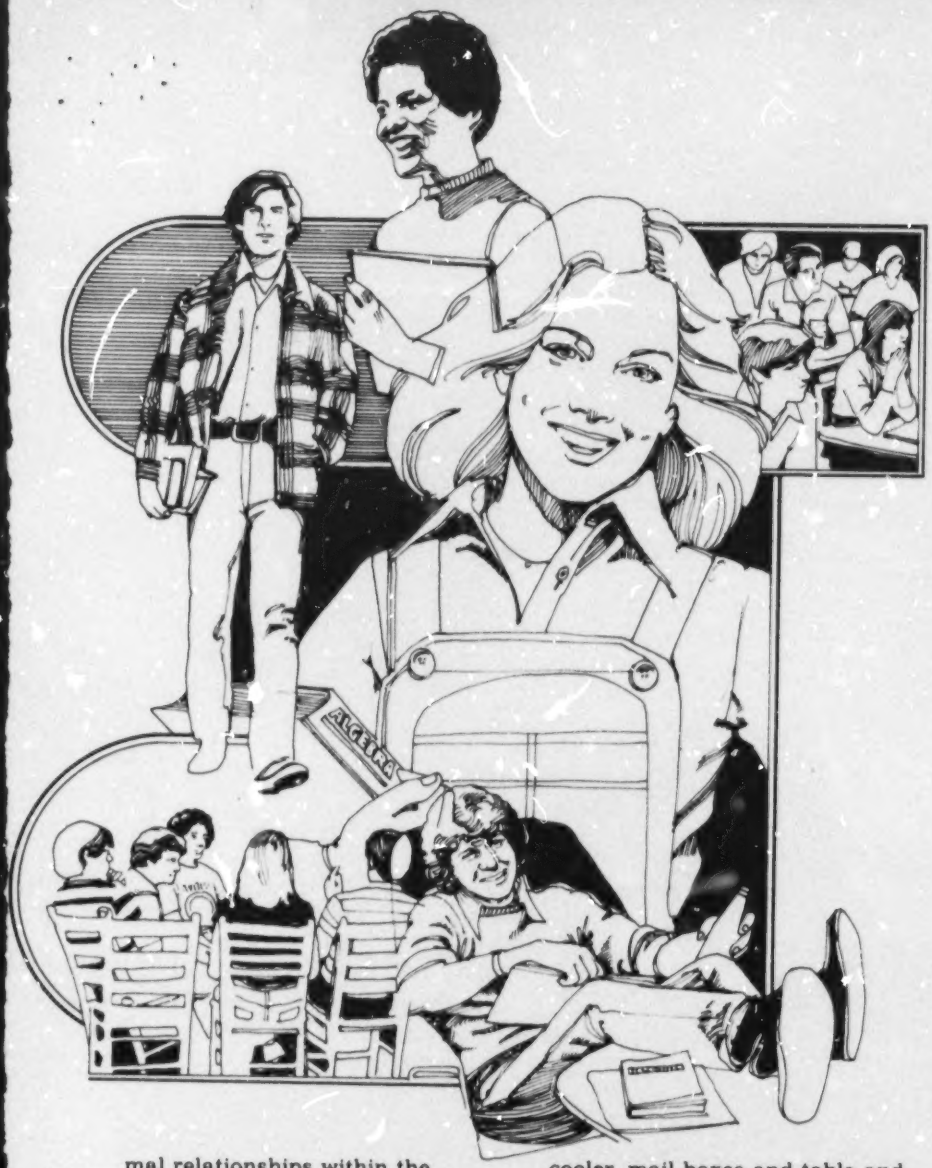
For example, the social studies teacher taught eighth grade U.S. history, ninth grade world history, eleventh grade U.S. history, twelfth grade government, and an elective in North Dakota law or marriage and family. This same man taught physical education one hour a day and coached the basketball team.

However they result, teaching loads taken on by teachers in these schools are important aspects of the quality of life for teachers and students. Clearly few teachers are equally interested or prepared in all fields they are called upon to teach. Time for preparation is at a premium. When one teacher teaches every class offered in a subject, perspectives and options for students are limited.

Teachers' time is not only spent with classes. To maintain the range of extra-curricular activities the small schools want to offer, teachers spend many after school hours with student groups. Teachers describe frequent 18-hour days and weeks when activities keep them at school for four nights a week and on weekends. Two-thirds of the teachers surveyed were active in at least two different activities, such as athletics, clubs, music and newspaper.

Teachers:
Qualities of School Life

In addition to teaching loads and responsibilites, a range of other factors contribute to the overall quality of teachers' lives. Examples include teachers' formal and infor-



mal relationships within the school, memberships and activities in professional organizations, the negotiations process, concerns about financial support, in-service opportunities, teachers' voice in school affairs, and teachers' perceptions of the qualities of life in their towns.

Descriptions of teachers' relationships in small high schools range from "cliquish" to "one big family." The settings for conversations and/or study vary as greatly. In one school, teachers congregate in the "boiler room" where they sit around an overturned wastebasket adorned with a detached school-desk top." Smoking is allowed here, but not in the designated lounge which is panelled with combustible material too close to the hall through which students pass. In other schools, the teacher's lounge is a combination work and conversation area, where a typewriter, zerox machine, pop cooler, mail boxes and table and chairs fit in tightly. Professional libraries do not exist in these schools. Office type space for teachers is not available.

In these schools, in spite of the small faculty size, teaching remains a solitary occupation. In one school, the principal has encouraged teachers to visit colleague's classrooms in order to see their students in other classes and learn what other teachers are doing. Few have made these visits — time and conflicting schedules are described as the major reasons. In none of the schools studied are there regular, on-going conversations about teaching practice. Although the teachers surveyed indicate they do include this topic in their casual conversations, most of these discussions center on student-related problems rather than educational practice or issues. Faculty meetings are typically infrequent and are generally called to provide information on insurance or new school policies. Again time is a problem.

The survey of teachers indicates they are not, by and large, members of professional organizations — groups which theoretically connect individuals with other professionals in their field and inform teachers about educational issues and practice. Twenty teachers (30 percent) belong to no organization. The North Dakota Education Association, the negotiating arm for teachers, claims 70 percent of the teachers surveyed; 49 percent of this group claimed North Dakota Education Association as their only membership. Cost of membership and disagreement with stands the national organization has taken are cited as chief reasons for not joining. Only one subject-area organization is listed at all frequently, — the National Council of Teachers of English. Three of the teachers surveyed are members.

Negotiations present a troublesome problem in most of the schools visited. Superintendents are not housed "downtown" away from the schools and so are frequently seen by teachers and students, and school board members are likely to be neighbors. In these personal settings, the negotiations process stands out as introducing a drawing-up-sides and confrontive tone. In one of the smallest districts visited, in an attempt to lessen the "us against them" feeling, the board asks a community person not on the board to negotiate in a board member's place. Teachers seem to face two potentially divisive issues in regard to the process of negotiations. They often have to work to maintain unity and good feeling within their body. There is often a group of teachers who do not join the local organization and let the others carry the financial load. Elementary teachers and secondary teachers sometimes find themselves at odds with each other over negotiated issues, with secondary teachers in the minority position.

Financial issues are virtually the only ones which find their way to the negotiations table. Issues such as teachers' control over in-service opportunities rarely surface.

The degree to which concerns about financial support for their schools permeated teachers, administrators', and parents' talk is considerable. Even students preface remarks about wishes for

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their school with comments like — "This will never be done. It would cost too much." Teachers note: "The primary consideration in any decision is what will it cost. If we ask the school to buy anything, it is a major event." Administrators raise the issues of decreasing enrollments and resources as their prime concerns. One superintendent states as his foremost goal the maintenance of programs as they are now, the attempt not to lose more programs and faculty.

Teachers find their salaries low and view increased support as not forthcoming. They have reduced materials and equipment requests to below their actual needs. Teachers' dreams for change and improvement within their schools are circumscribed, if they allow themselves to dream at all. While probably not totally a result of reduced expectations for support, teachers largely attribute this last point to their perception of education's reduced circumstances.

From an outside observer's view, a list of words and phases describing the in-service opportunities available to teachers in rural high schools would include irregular, unplanned, limited, not memorable, an administrative prerogative, not central to a school's life, quality difficult to come by. Teachers surveyed provide additional information. Five teachers (7 percent) believe in-service opportunities are very adequate; twelve (18 percent) see them as not at all adequate. The majority (73 percent) viewed their opportunities as reasonably adequate. No one type of in-service appears to be frequent for teachers — credit courses/college sponsored activities were listed as frequent by the largest group, 14. Most types occur occasionally for teachers:

school	43 or 64 percent
school district	52 or 78 percent
credit courses	47 or 70 percent
teacher center	21 or 31 percent
N.D.E.A.	32 or 48 percent
D.P.I.	30 or 45 percent

Again from an outside observer's vantage, teachers in North Dakota rural high schools appear to have little regularized voice in school affairs. For example, they do not plan their districts' in-service offerings; they do not develop the schedule of classes; they are not a part of the interviewing of prospective teachers; they may have no role in the establishment of school rules. However, teachers themselves do not tend to see these issues as part of their role or as particularly important to their teaching lives. They are frequently surprised at questions about their roles in matters of this type. It seems they do not want to participate in that kind of activity. Their informal interaction with principals and superintendents is cited as a reasonable mode of participation.

The degree to which the informal processes work appears to depend on the administrators' styles and personalities. An exception to this overall pattern is the school in which faculty and principal have worked together to resolve school operation problems such as academic eligibility standards and grading criteria.

Teachers describe their lives in the small, North Dakota towns in which they find themselves in

wide-ranging ways. For some, particularly the young, single woman who has moved to a town for her job, life is isolated and lonely. Her plans often include moving on to a larger town, not because of her job but because of a circumscribed social life and general feelings of aloneness.

For others, teachers with families, life is comfortable and safe. For still others, the small town's expectations for teachers' behaviors are restricting. Integration into the town's activities is the overall rule. The phrase "in but not of the community" typifies some teachers' experiences. Some teachers describe themselves as expected to do too much in various town functions.

Having students return to visit after graduation, seeing students grow intellectually and emotionally and helping in that process, recognizing when "the light comes on" — these appear to be the satisfying moments in teachers' lives and the attributes of the profession which keeps teachers at it year after year. Pay — the fear that one will not be able to support the family — is by far the most frequently mentioned drawback to teaching. A fairly sizeable group supplement their incomes in some way. In summers, a good number farm or take various other jobs. A smaller, yet significant number of teachers must "moonlight" during the school year.

A sizeable majority of the teachers surveyed — 73 percent — would choose the profession again. Of the 47 teachers with more than five years of experience, 21 (45 percent) report their satisfaction has grown over time; 11 (23 percent) report a declining satisfaction. One teacher describes her beliefs about teaching:

> "Learning is a source of challenge and joy. It changes your whole life-style. There is nothing with more influence on young people, other than parenting."

Students

Students in the schools we visited are generally satisfied with the education they receive, personally comfortable with teachers and fellow students, glad they are attending small schools, and outwardly confident about their future. Stability characterizes their lives, also. Of the 331 students surveyed, 164 (49 percent) have lived in their current town 15 or more years. An additional 69 (21 percent) have lived in their current town 10 to 14 years.

Students' concerns and contexts are complicated, and cannot be adequately captured in a study of this type. However, hints of the qualities of their school lives exist in descriptions and the survey.

Half of the students surveyed are in their current classes because the classes are required. Another 36 percent give as their prime reason, liking the subject. Choices of classes are limited for students in these small schools — particularly for the younger students. Juniors and seniors have a bit more flexibility in their schedules, but even at these grade levels student's choices are usually between two options.

This lack of really complicated decision-making is probably the major reason students report they are their own best advisors. Seventy-nine percent of the students surveyed report this. Next in line are parents; 10 percent of this group say they receive advice about classes from their parents.

Not unexpectedly, students in the survey did not identify any one subject area as a stand-out favorite of the entire group. Interests are wide ranging. When asked for a reason for their choice, however, several stand out. Students are interested in classes they believe will help them in the future; 39 percent cite this as their first reason for selecting a class as a favorite. Enjoyment and the teacher follow; with 29 percent and 25 percent respectively giving these reasons.

In the schools visited for this study, a consistent pattern appeared in regard to homework. First, the word does not describe expectations adequately for assignments are given, often daily, but class time is usually provided for their completion. Students say if they use class and study hall time, they can complete their assignments during the school day — except when studying for tests. One superintendent stated that students "shouldn't have to do homework outside of school. It should be completed during class." Teachers describe varying points of view:

> "I resent homework. Students can get things done in school if they work."

> "The practice [of giving time in class to do assignments] precludes excuses."

Students in the surveyed group corroborate this pattern. Over all four grades, 32 percent report they usually have no homework during a week; 22 percent say 15 minutes; 36 percent say one hour; 9 percent say two to three hours; 1 percent say more than three hours. An interesting phenomenon within this overall picture is the fact that juniors and seniors in this survey report they do less homework than freshman and sophomores.

Students themselves attribute this to the fact that they are taking fewer required subjects in their last two years of school. Sixty-eight percent of these students report that they usually complete assignments in class; 24 percent say they never do.

Teachers surveyed corroborate the student input. Sixty percent say their assignments can be completed in class. Another 30 percent say students can complete their assignments sometime during the school day.

Classroom observation and survey data highlight other patterns as far as assignments are concerned. Students believe they count. Most frequently they are corrected in class and grades are recorded, apparently without any or much teacher review. (54 percent of the survey group report this as the typical pattern.) Rarely do students see their assignments go unrecorded. (4 percent of the survey group report this as typical.) Students report that assignments which the teacher collects and reads and grades are somewhat frequent. (37 percent report this as typical.)

One of the advantages students, parents, and teachers cite for attending a small high school is the potential for participation, primarily in extra-curricular activities. And students do participate; 78 percent report being part of at least one activity' 68 percent say they are part of two activities; 39 percent say they are involved with at least three.

Athletics are the star activities and music follows. Of the 263 students reporting participation in one or more activities, 234 (89 percent) list a sport and 101 (38 percent) list music. Other activities fill out the roster.

For example:

> Seventy-four students (28 percent) report being active in Future Farmers or Future Homemakers.

> Forty students (115 percent) listed cheerleading. (An interesting note on this activity is the frequency of the observation by teachers that girls were not as interested in cheerleading as they used to be.)

> Twenty-four students (9 percent reported being in drama. (In these schools, this most often means being in the one school play produced each year.)

> Forty-five students (17 percent) list the student newspaper as an activity.

Students will say their participation in extra-curricular activities, particularly athletics, is a reason for staying in school. But they do not say it as frequently as athletic directors do when asked for purposes of their programs. For students, the main reason to stay in school is their belief that without a high school diploma they will not "get anywhere in their future."

Teachers view extra-curricular activities with mixed feelings. They enjoy working with students in out-of-class settings and often give these satisfactions as reasons for staying in teaching. "If I didn't coach, I would not continue to teach. It is my first love." They believe activities of this kind contribute to the quality of life for students — potentially reducing their isolation and developing needed social and practical skills. However, many teachers also describe the preponderance of athletics as "too much" and as detracting from the academic side of school. "There is too much emphasis on athletics. The climate is not basically scholastic. Athletics too often determine the role that academic subjects play."

Teachers also assess the time they give to activities and know it takes time away from what they could spend on classroom teaching. They also describe competing for students for the activity they sponsor. The play director who must schedule rehearsals around track practice because half of her cast is on the track team and the music teacher who discontinues jazz choir because no one in it has time are not unusual examples.

Extra-curricular activities bring parents to the schools. It is the extremely rare parent who has visited a class. (Six of the surveyed students reported that one of their parents had come to a class.) Students report the following about the frequency of their parents coming to school: 67 percent will come for athletic events; 69 percent for conferences; 65 per-

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cent for musical events; 49 percent for club activities (FFA or FHA banquets, for example).

Interviews with parents confirmed these patterns. Parents are interested in their children's activities. Their interest frequently goes beyond their own children in the area of athletics. Many parents say they attend games even when their sons or daughters are not members of the team. As one town's newspaper editor put it, "Athletics can put a community on the map."

A fairly sizeable proportion of the students surveyed, 41 percent report they have a job; 49 percent of the juniors and seniors indicate they work for pay while 32 percent of the younger students say they hold a job. This compares to 68 percent of the students in Fargo and Grand Forks who in 1979 reported they held a job. The number of hours worked by students in the survey of rural schools per week ranged widely:

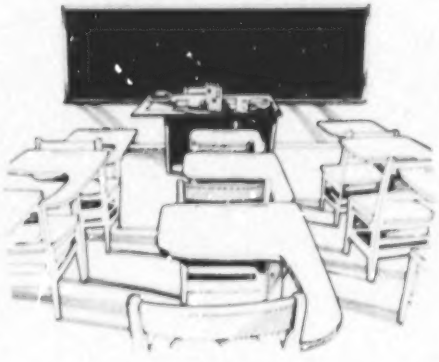
1-10 hours	21 percent
11-15 hours	17 percent
16-20 hours	19 percent
21-25 hours	13 percent
26-30 hours	15 percent
Greater than 40 hours	6 percent

When students were interviewed about their work, they indicated they had difficulties finding steady part-time work outside of farm work. Babysitting still figures as viable work for high school students in small towns. Unless a town has a special enterprise, (for example a rest home in one of the small towns visited hired a large number of students) jobs outside of family enterprises do not exist in any quantity. Of those not working for pay 87 percent would like to be.

Students' roles in the decision-making processes of their high schools are limited. Student government exists, but in the schools visited, it is not very visible. As an extra-curricular activity, student government draws on few students — nine of the students surveyed reported participation. When interviewed, students were not certain what their student government does. In one school, students were vocal about wishing they were called on more frequently to express opinions about school issues. However, most students did not raise this as a concern.

For most students in these North Dakota high schools, plans for the years immediately after graduation include further schooling. Over the four grades, 66 percent of the students surveyed plan to attend college and 11 percent plan to attend a vocational school. A review of the stated plans of juniors and seniors may provide the best overview on this issue. Within this group, 57 percent plan to attend college, 13 percent will attend vocational school, 5 percent hope to farm, 4 percent plan to marry, 13 percent will seek a job, and 7 percent have other plans, one of which could be military service.

Students in these schools are future oriented. They seek preparation for their futures. However, if the interviews of students of one school are an indication, they consider their futures in the most general of terms; they are rarely specific about occupational plans nor is a wide range of hopes expressed. They often do not know which college they will attend, nor do they seem to feel it makes a difference. These students do not express grand dreams for themselves. In one school, no one mentioned wanting to be a doctor, for example, or desiring to attend a "special" school. Incidentally, no student at this school mentioned teaching as a field they were considering.



Purposes and Expectations

A view of the purposes people in these communities have for their schools, what they expect of them, is basic to an understanding of what occurs within them. To explore this issue, one of the schools visited will be used as an example.

"To prepare us for college"; "To help us graduate"; "To help students mature"; "To provide an education." These are examples of teachers', and parents' hopes for this school. There is no "canned" recitation of goals by people connected to this school. However, within the variety, two themes do exist.

First, the orientation of these goals is to the future — students' present needs and interests are secondary to those they are believed to have after graduation. The "looking ahead" nature of many of the goals is exemplified in two teachers' statements: "It is unrealistic to believe high school is enough." The school s goal is "to develop a sense of direction, not necessarily a clear plan of action, but some direction." Students echo these hopes. The emphasis of student statements is vocational.

A second theme is the means people agree on to achieve these future goals, such as providing a "basic education." The definition of this term is left to school people and is relatively open. Within statements related to providing a basic education, are hints of issues important for this school and others like it, such as size, philosophy, constraint due to budget. Teachers and administrators also talk about providing opportunities for exposure, sound social experiences, making learning be fun, **earning**, a diploma as means to the end of graduation.

The pervasive belief among community people is that the school is successful in fulfilling its responsibilities to prepare young people for their future, to provide opportunities to learn and be active, and to create a warm, helpful atmosphere. The observers' impression of the community members' assessment is that it is based on information gained from their children — either as graduates or current students — and on comparisons with their memories of their own high school careers. It is founded little on first-hand experience in the school.

> "They have more choices as far as course offerings than we did."
>
> "Education today is definitely more advanced than that which I received. The quality, extent, depth, and thoroughness exceeds that which I had. The things they are exposed to in comparison and what they're expected to know just boggles the mind."

School people express a few more reservations about the school's success, yet by and large, see the overall current quality of education as comparable or better than the one they received in high school.

A move from the particular school example to the more general survey data confirms the positive attitude school people have about achieving their school's goals. Fifty-two percent of the teachers surveyed believed goals such as the following are achieved reasonably well; 36 percent claim they are achieved very successfully:

> Provide the best possible education for students in our school.
>
> To help students achieve a command of the fundamental skills and knowledge basic to all learning.
>
> Prepare students for college.
>
> Develop a pleasant and well-structured educational program.
>
> Prepare for world of work.

This same pool of teachers believe their personal teaching goals are achieved adequately. Sixty percent view goals such as the following achieved reasonably well; 33 percent see them achieved at a very successful level;

> To help students realize the the function of the English language in our daily lives.
>
> Do best job each year in instruction.
>
> Have my students prepared for college, technical schools, or general life skills.
>
> To develop and maintain good physical and mental health.
>
> Help students develop their potential in academic and social abilities.
>
> To help kids grow up.
>
> Students should gain competency in subject matter.

It seems clear that people have wide-ranging and sometimes ill-defined expectations for their schools. It is also clear that the chief means of achieving many of these goals — the academic curriculum — is constrained in many of these schools and has decreased in breadth considerably over the last few years. The North Dakota graduation requirements set by the State Legislature and interpreted by the Department of Public Instruction are the minimums used by most small, rural high schools in the state. These requirements have called for 17 units as follows:*

Subject	Credits
English	3
Mathematics	1
Social Studies	3
Science	2
Physical Education	1
Electives	7

Two schools serve as examples of how these standards affect small schools. In a school of 134 students, the 1982-83 graduation requirements totaled 20 hours. The credits were distributed as follows:

Subject	Credits
English I, II, III	3
Physical Education	1
Biology	1
Physical Science	1
Mathematics	2
World History	1
U.S. History	1
Senior Social Studies	1
Drivers' Education	¼

*The requirements suggested in May 1983 and now being discussed are as follows:

	1984	1985	1986
Language Arts	3	4	4
Social Studies	3	3	3
Mathematics	1	2	2
Science	2	2	2
Physical Ed.	1	1	1
Electives	8	7	8

Subject	Credits
English	4
Mathematics	1
Lab Science	2
World History	1
U.S. History	1
Present Day Problems	1
Physical Education	1
Electives	6
Completion of Certified Driver Education Course	

Inter-district cooperation has been the critical factor in the provision of specialized vocational course offerings for both these schools, and of special education services and a football team for the smaller school.

The teachers surveyed believe academic and vocational opportunities for students are adequate. Fifty-one percent believe academic opportunities are excellent; 46 percent view them as average. Fifty-two percent say vocational opportunities are excellent; 40 percent see them as average.

Compared to the curricular offerings of larger schools in the state, the curricula of these schools are limited. As one teacher observed: "Schools our size are to a bare bones curriculum." Of course, the entire story is not told in a review of course offerings and graduation requirements. Perhaps even more central to the issue at hand is a description of what goes on in classrooms — the materials students are using, the writing and reading they are asked to do. It is important to note these patterns are not only characteristic of North Dakota rural schools. Practices in many schools in urban areas across the nation are similar.

When surveyed, teachers described the following roles in their instruction for various materials:

Electives

Typing I
Computer Programming
Accounting I
Career Education (1 semester)
Health Education (1 semester)
Vocational Agriculture I-IV
Health Occupations (1 semester)
Food Services (1 semester)
Family Living (1 semester)
Metal Trades (1 semester)
Clerical Office Practice

9 Credits

Applied Math
English IV
Band
Chorus
Chemistry
Home Economics I & II
Woods (1 semester)
Foods I (1 semester)
Algebra II
Sociology (1 semester)
Psychology (1 semester)

Algebra II is the highest math course available. German was removed from the electives list last year. There are no art courses. The offerings are heavily vocational.

In a school of 50 high school students, the 1982-83 graduation requirements totaled 17 hours. The credits were distributed as follows:

Materials:	Roles: None	Central	Moderate	Limited
Texts	4%	64%	28%	3%
Workbooks	21%	24%	36%	19%
Films	12%	9%	46%	33%
Worksheets	4%	31%	55%	9%
Library Books	16%	13%	34%	36%
Magazines/Newspapers	12%	9%	43%	36%
Outside Speakers	31%	4%	16%	48%
Field Trips	34%	4%	22%	39%
Computers	39%	7%	27%	27%
Lab Exercises	31%	34%	19%	15%
Other	92%	4%	3%	–

These data confirm what was observed in the schools. Textbooks and other prepared materials form the core of the curriculum. Assignments and tests often come from these sources. Use of community resources such as outside speakers or field trips are infrequent. Computers are limited in their availability and use.

The following describes the various roles types of writing assignments have in the surveyed-teachers' classrooms.

Writing:	Roles: None	Central	Moderate	Limited
Essay Questions	20%	25%	36%	18%
Topical Essays	46%	16%	19%	18%
3-5-Page Research Papers	40%	9%	21%	30%
5-Page Research Papers	62%	6%	9%	22%
Book Reports	50%	16%	15%	18%
Journal Keeping	50%	16%	15%	18%
Other	90%	6%	4%	–

In these classrooms it appears that students are not asked to write extensive pieces. The typical essay questions students were asked to answer in observed classrooms required two to three sentences. Teachers describe themselves as unable to read student writing in the way they should; their time is too limited. Teachers outside of English do not view writing as their responsibility and so they often don't require it or when they do, respond to it in no way other than noting the correctness of the content it contains.

The range of materials' students are asked to read is described as follows:

Materials:	Roles: None	Central	Moderate	Limited
Texts	11%	61%	16%	10%
Library Books	32%	7%	24%	36%
Magazines	17%	10%	37%	34%
Newspapers	29%	6%	36%	28%
Student's own writing	17%	24%	37%	21%
Other	97%	1%	1%	–

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School Climate and Relationship with Community

The climates of the schools observed are relaxed, friendly, personal. Everybody does indeed know everyone else. Students know the principal and he knows them. "You see him in the halls and around town. He knows all the kids' names." The potential is high for atmospheres which support. In some schools, given their size, the number of rules appears excessive. However, everyone, including students, wants to "keep things under control." Teachers, parents, and students take pride in clean, well-disciplined schools. Parents in one of the schools observed describe the school's atmosphere as a critical factor in its success.

> There is more control now; for example, there is less dope now.
>
> The principal believes the students are the most important element at school.
>
> Because of the school's size, students feel special. A child feels good about himself in this school.
>
> The atmosphere is close.

A preconception about a rural school is that it is central to the community, perhaps the institution holding a town together, giving it identity. In its most basic terms, this issue translates into a question of the degree of support given to schools by their communities. It would appear that the relationship between the rural community and school is good. Surveyed teachers describe it as very positive (30 percent) to moderately positive (57 percent). Surveyed administrators describe the relationship in the same way (very positive, 33 percent; moderately so, 57 percent).

However, this issue is more complicated than "support." Highlights from one of the school reports will illustrate this complexity. As "the hub of the community" this school meets the major expectations held for it – contributing to the social/recreational, commercial, and service needs of the area's population. Sporting events, concerts, and plays are well attended and are sources of community entertainment. A few adult classes are offered at the school. Physical facilities and equipment are available on a limited basis for community use.

The community values the con-

tribution that school events make to area business – particularly athletic games and tournaments. "Any time we can bring people to town, it's going to help the community." The school also supports area enterprise through activities of the Future Farmers of America.

In this school, teachers generally feel supported. "Ninety percent, maybe higher, are supportive." "Parents, if called, will help" with students' problems and some parents call to ask, "What can we do to help?" The principal illustrates his belief about support with specifics: "money, turnouts at conferences, and backing on discipline."

The nature of support, however, is a point of discussion. A teacher feels "a real support for the school but not for education." Other teachers support this: "I don't feel strongly supported about the education of their kids." "They'll knock themselves out to turn out for athletics." Academically, "mediocrity is accepted."

Financial support for this district has been good. The gymnasium and music room are evidence of that. However, classroom supplies and lab equipment are short.

Parent-teacher conferences are teachers' main source of contact with parents. Some also take active roles in high school activities: running the time clock, judging livestock, guest teaching sex education in a health class, being a Music Booster.

The newspaper tries to be a booster of the school and community. Athletics receive the most press, but efforts are made to broaden school coverage. Honor roll students' pictures and articles on class projects have appeared, but irregularly.

There is no regularized forum for discussing issues of school and community interest, such as student use of alcohol. No parent-teacher organization exists at this school. Advisory boards do exist for vocational programs and they are active. In general, however, parents believe that school people should decide on things educational. Their philosophy seems to be one of let-the-school-do-its-business when it comes to suggesting changes or improvements for the school. "I'm not into teaching enough to see where the needs are."

Issues and Potentials: A Beginning of Discussion

When describing the potentials which appear to exist for rural high schools, it is important to note that most high schools across the country need to attend to some of these same issues. However, as rural school people reflect on their lives and the education they provide or receive, they need to think about the particular base out of which they operate. Schools in rural areas should be different from those in cities. To be strong institutions they must be built on the strengths of rural life.

This discussion of issues and potential will focus on aspects of teachers' professional lives and the

opportunities provided for students. It is in no way intended to be all-inclusive.

A striking point about rural high school teachers is the fact that few have master's degrees. Most teacher educators believe that a baccalaureate degree is the beginning of a teacher's education and that continued study of both content area and pedagogy is necessary.

Limited access to degree work and the generally weak support schools give to teachers interested in earning advanced degrees are both critical problems for these teachers. Cooperative attention must be given to both of these conditions by school districts and the state's universities.

The potential that exists for developing a climate which would support teachers' efforts to be professionals is in many ways higher in the rural schools of North Dakota than in schools in other areas. Knowing all members of the faculty and enjoying, in most cases, a reasonable degree of comfort with each other, having informal access to administrators and parents, viewing their profession as a relatively satisfying one – these aspects of school life form a good base for development. Building on this base, the following are examples of what could be:

- Collegial planning of curriculum can and should increase; this can happen within and across subject areas.
- Connections with teachers in other schools could be developed and supported. Administrators talk of the support they receive from such formal and informal relationships. Teachers need the same. Again, this could occur within and across subject areas. These connections are particularly critical for teachers who are the only teacher of a subject in their school. To build these connections, districts can devote in-service time to gatherings of teachers, communication networks can be developed, memberships in subject-area professional organizations could be encouraged and perhaps subsidized.
- Teachers' roles in decisions about aspects of the school which affect the qualities of life for them and their students could increase. Issues such as in-service education, academic standards, balances between and among academics, vocational education, and athletics and other extra-curricular activitis, and library materials are examples.
- Teachers need more time. One preparation period a day is not enough for the reading, planning and talking that teachers need to do. This need exists for most teachers across the country; it is particularly pressing in schools which require teachers to teach a wide variety of subjects.

For the most part, students, parents, and school people are pleased with the opportunities provided by rural high schools. However, both local considerations and national discussions of education can challenge these schools.

The rural nature of these schools has largely untapped potential for curriculum. As it is constructed in these schools, the content curriculum is largely determined by text books. Texts are written for national audiences and can play a role in classwork; however, if courses are to reflect to any degree the location of these schools, schools and teachers must find ways of moving away from the text's domination. What potentials exist here?

Teachers are not asking students to read a range of materials. Three factors contribute to this. Course content is defined by texts; texts are supposed to be self-contained units. Resources for teachers to draw upon are limited; school libraries are small; these towns often do not have another library. High school teachers generally do not view the development of reading skills as their business.

In the schools observed, teaching strategies relied upon by most teachers are teacher-centered. Lectures, lecture-discussion, and question-answer sessions were observed most frequently. Teachers are the decision makers for content and for student behavior.

The academic intensity found in classrooms varies with the teacher, and thus varies considerably. Most typically, classes do not require that students pay close attention to all that goes on. It is indeed rare that there is not 15 to 20 minutes for students to complete assignments or chat. Students are not regularly called upon to "recite," make reports, work problems on the board. Students do not view school as difficult; they say they could do more — but they are not certain they want to.

- Some, clearly not all, of the literature studied by students should be that which reflects rural life, values, and isolation.
- The curriculum could include elements which connect students to the local culture. The second language of the area could be available for study. Local histories could be part of social studies or English classes.
- Science classes could capitalize more fully on the vast laboratory and observation base surrounding the school and on the scientific concerns of the farming community.

The small size of these schools and of most classes also is a base of strength, particularly when it comes to the use of teaching methods. There is good potential for the increased use of student-centered strategies such as group work and community-based research projects.

On the national level, discussion of the adequacy of science and math education is broad. For North Dakota rural high schools, the issues are both quantitative and qualitative. Are enough advanced science and math courses offered to ensure that graduates of these schools do not have options closed for them? Are teachers of these subjects adequately prepared to teach advanced courses? Can schools equip the necessary laboratories?

In addition to these fields, art and foreign language should be areas of concern for rural school people. A clue to ways of coping with these large questions can be found in what some rural schools in North Dakota are currently doing to provide special education services and vocational opportunities. The primary attribute of these efforts is cooperation and the pooling of resources among districts.

In Special Education, the model is one of sharing a teacher who travels from school to school; in the vocational fields, one program consists of trailer based programs which travel to each school for a semester at a time. Each of four trailers contains the equipment needed for the course, for example metal trades, and a teacher who travels with the trailer.

The narrowness of the range of reading and writing opportunities, provided students merits attention. To meet students' needs in these areas will require more time be allotted to teachers for preparation and for reading students' writing. However, some beginning steps could be taken. School faculties and parents could discuss these issues together deciding whether or not these are prime goals for their school. The staffs of schools could determine that reading and writing abilities are school-wide concerns to the degree that every teacher will contribute to their development. Districts and community members could attend more closely to the range of materials available to students, perhaps putting a greater emphasis on the adequacy of the library than on the newness of the texts.

Implementing some of these points will cost money. Clearly the resources made available to schools must increase if their potentials are to be achieved to any higher degree. However, it is not only fiscal resource that is needed. People must also support their schools with visions of how they could be, of what opportunities schools could be providing to both the young people and the professionals within them.

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Challenge Is There

By HELEN BUSCHE
Cando Teacher

MOST North Dakota Schools have not followed examples of other states and plunged forward into the "new" and "innovative" concepts in education.

North Dakota schools were willing to be termed "conservative" and used the "let's wait and see how it turns out" approach. In this way, most changes in the educational system had been tried and proven effective before implemented. When other regions were crying, "Let's get back to the basics," North Dakota Schools were still teaching the basics. Cautiousness by educators has proven to be an asset. The state does not have to defend the quality of education; it can be proud of it.

Even before the various reports emphasizing the problems of education came out, the education community within the state began to realize that only through cooperation of board members, administrators, and teachers was an education system going to improve. The Evaluation for Growth project was one example. School districts now, as well as teachers, are accepting the responsibility for providing professional and staff development.

The regional inservice workshop has gained in popularity. By combining many small school districts, these workships are financially able to include more specific topics which can meet the needs of educators from k-12. It provides the opportunity for teachers of the same subject area to discuss problems and concerns pertinent to their particular discipline, which is not possible within a school that may have only one foreign language or science teacher.

More continuing education courses from the colleges are being offered in the rural areas and Teacher Centers are encouraging teachers to provide feedback as to the classes they feel would be most beneficial to them.

Teachers in small schools have ample opportunity of having a voice in curriculum changes and planning, class scheduling, and textbook selection if they take advantage of the fact that the central office is located in the same building and all the administrators are within easy access on a day-to-day basis. Who is better equipped to provide input than the professionals that work with these same concerns every day? Administrators may need to be reminded that they are surrounded by valuable resource people!

The teacher sharing aspect helps to alleviate the financial burden on small schools, as well as assuring these schools of the "difficult to find" or specialized teacher. This idea may have to increase as school sizes decrease.

Money alone may not be education's only problem, but it certainly has to be given top priority. If the quality of dedicated teachers is to be maintained and improved, and good teacher prospects attracted, better salaries are of utmost importance.

An integral part of the school has to be the community and parental support it receives. In small communities, activities revolve around the school, yet apathy is apparent in many instances. Teachers report that there is more concern by parents over problems arising in the extra-curricular activities when the academic standing of the same student has been overlooked or ignored. More cases of abuse and neglect are brought to our attention and the drug and alcohol abuse problem is growing even in small schools. More efforts are needed to help overcome these increasing problems.

Whether you teach in a rural or urban area, be assured that it is within your power to improve the image of education; to strive for excellence in our profession, as professionals; and to guide young people, so that they may grow to their fullest potential. The challenge is there!

Cooperation — An Answer

By ROSEMARIE MYRDAL
Edinberg School Board Member

Cecelia Traugh paints a very familiar and, I think, accurate picture in her 40-page report on rural high schools in North Dakota. As a school board member, my particular interest in this report lies in the discussion of the potentials which exist for rural high schools.

I am very sympathetic with the call for a climate which supports teachers' efforts to be professional. I am supportive of professional growth activities for teachers and I want teachers to be active, informed participants in planning as well as carrying out the educational process.

I am inclined to think that people and schools in rural areas are more consumption oriented than the author of this report perceives. I see very little creative teaching or interest in curriculum development. Perhaps there is a need for providing experiences for administrators and teachers which develop and stimulate creativity.

Our rural life style is oriented to the application of practical technology. This is true of our schools, also. We neglect students who may have special gifts in language, art, music, science and math. As these students reach their junior and senior years in high school, because they lack adequate career counseling and academic challenges, they coast through the last two years of high school and then find themselves disadvantaged in college. Finding a way to cooperate with other schools to provide suitable opportunities for these few gifted students is a challenge for rural high schools.

I would like to see more cooperative efforts by the DPI, NDEA, NDSBA, and NDSAA in developing programs like the Evaluation for Growth workshops where teachers, administrators and board members work together to learn how to improve their schools.

Looking at ourselves through this report makes us aware of the many good things about our rural high schools. I hope it will also challenge us to do some creative, cooperative thinking, talking and working to improve these schools.

When The Paperwork Is Done . . .

By DALE HURT, Supt. of Schools
New Salem High School

THE report on rural high schools in North Dakota by Cecelia Traugh leaves one with a poor impression of more than 75% of the high schools in the state. By definition, rural high schools are those with an enrollment of 150 students or less.

The report, compiled by the UND Center for Teaching and Learning and sponsored by MCREL, informs us that: Graduate study opportunities for educators is almost non-existent; teachers are not members of professional organizations; in-service training is sorrily lacking; students take courses mainly because they are required; teachers find their lives isolated and lonely; and that school curriculums are extremely limited. She neglected to mention that each teacher must bring a shuttle of coal daily and that most staff members carry their lunch in a Karo syrup pail.

But . . . Things are not all bad in rural education. In spite of all the shortcomings, we are able to graduate students who are self-reliant, have a feeling of self-worth, and are generally optimistic about the future. Oh, they may be lacking in a course or two in the upper level math or have missed out on a foreign language course, but they do have a strong set of values, an excellent work ethic, and are ready to accept the challenges of the future. More than 77% of the seniors plan to attend some form of post-secondary education.

Sure, teachers are involved! They give of their knowledge all through the school day and when it's over they supervise activities, coach, sell tickets, give lessons, tutor and help with all kinds of school and community projects. When they find time, some teachers will even "moonlight". It's a terrible life! So in fact that the turnover rate reported in the study has climbed to nearly 8%. I suspect that the term "teacher burn-out" was invented by someone other than a rural school teacher.

The report does call attention to a number of concerns which are shared by ALL educators. Our task is to sort out the ones that we can change and to accept the ones that we cannot – and not lose the education quality we now have in the process.

Education has always been a scapegoat for the problems of the world. During the past year studies have been conducted, reports written, more studies, more recommendations and then more studies. Perhaps when all of this paperwork fades, we will find that secondary education in North Dakota is on firm ground and we will continue to educate students who can achieve success anywhere in the world.

Secondary Enrollments Listed

RURAL high schools in North Dakota are termed the "heart of Education" in this special report issue. Just how small are rural North Dakota high schools when it comes to enrollment?

The NDEA is taking the time and space to answer that question by listing the 1982-83 school year enrollment. The schools and enrollment are listed from the smallest number of students to the largest as follows:

School	Enrollment
Pettibone High School	13
Flaxton High School	16
School for the Blind	16
Alamo High School	17
Butte High School	17
Deering High School	17
Churchs Ferry High School	18
Hague High School	19
Hannaford High School	20
Forbes High School	21
Grace City High School	22
Pisek High School	23
Tolley High School	23
Souris High School	26
Zap High School	26
Selfridge High School	27
Crary High School	28
Epping High School	28
Kathryn High School	28
Lankin High School	28
Driscoll High school	29
Braddock High School	30
Tuttle High School	30
Almont High School	31
Jud High School	31
Leonard High School	31
Aneta High School	32
Chaffee High School	33
Fort Yates High School	33
Robinson High School	33
Sykes High School	33
Wildrose High School	33
Lehr High School	34
Montpelier High School	34
School for the Deaf	34
The Anne Carlsen School	34
Donnybrook High School	35
Plaza High School	35
Woodworth High School	35
Cardinal Muench Seminary	35
Balta High School	36
Dodge High School	36
Golden Valley High School	36
Goodrich High School	36
Monango High School	36
White Shield High School	36
Wolford High School	36
Sheyenne High School	37
Streeter High School	37
Binford High School	38
Golva High School	38
Pingree-Buchanan High School	38
Oriska High School	39
Columbus High School	40
Upham High School	40
Verona High School	41
Wing High School	41
Rhame High School	42
Adams High School	44
Karlsruhe High School	44
Milton-Osnabrock High School	45
Neche High School	45
Sherwood High School	45
Sheldon High School	46
Alexander High School	47
Fairmount High School	47
Clifford-Galesburg High School	47
Kensal High School	47
Grenora High School	48
New Leipzig High School	48
Fordville High School	49
Burke Central High School	49
Page High School	49
Hazelton High School	51
Unity High School	51
Reeder High School	51
Rock Lake High School	51
Granville High School	52
Mandaree High School	52
Tappen High School	52
Cass Valley North High School	54
Lansford High School	54
Bowdon High School	56
Ray High School	56
Regent High School	56
Glenfield-Sutton High School	57
Medina High School	57
Border Central High School	58
Riverdale High School	58
Marmot High School	58
Gackle High School	59
Litchville High School	59
Bowbells High School	60
Hope High School	60
Zeeland High School	60
Newburg High School	61
Solen High School	61
Willow City High School	61
Starkweather High School	62
Kulm High School	63
McVille High School	63
North Shore High School	63
Michigan High School	63
St. John High School	63
Marion High School	65
St. Thomas High School	65

Bisbee-Egeland High School	66
Emmons Central High School	66
Valley High School	67
Strasburg High School	67
Wimbledon-Courtenay High School	67
St. Gertrude's High School	67
Grafton State School	67
Carpio High School	68
Halliday High School	68
Stanton High School	68
Roosevelt High School	69
Edinburg High School	70
Parshall High School	70
Minnewaukan High School	71
Hatton High School	72
Tolna High School	72
Eight Mile High School	72
Esmond High School	73
North Sargent High School	73
Scranton High School	73
Finley-Sharon High School	74
Munich High School	74
Powers Lake High School	75
Warwick High School	75
Anamoose High School	76
Minto High School	76
North Central High School	76
Richland Jr. & Sr. High School	77
Pembina High School	77
Drake High School	79
McClusky High School	85
Dakota Adventist Academy	85
Drayton High School	87
Westhope High School	87
Milnor High School	89
Leeds High School	90
Maple Valley High School	90
Glenburn High School	92
Berthold High School	93
Steele High School	94
Wyndmere High School	94
Edmore High School	95
Dakota High School	95
Central Valley High School	96
Maddock High School	96
Max High School	97
Sawyer High School	98
Hebron High School	100
New England High School	102
Midway High School	105
Rolette High School	106
Wilton High School	106
Edgeley High School	107
Elgin High School	108
Mohall High School	111
Ashley High School	112
Fessenden High School	113
Lidgerwood High School	114
Rolla High School	114
Newport High School	114
Turtle Lake High School	114
Cooperstown High School	115
Lakota High School	115
LaMoure High School	116
Underwood High School	116
Northwood High School	117
Thompson High School	117
Flasher High School	119
South Heart High School	123
Wishek High School	124
Hankinson High School	126
Richardton High School	127
Center High School	128
Glen Ullin High School	129
Enderlin High School	132
Cando High School	136
Woodrow Wilson School	136
New Salem High School	137
Ellendale High School	141
Fort Totten High School	141
Kenmare High School	141
Hillsboro High School	142
Sargent Central High School	145
Surrey High School	145
Washburn High School	146
Mott High School	147
Dunseith High School	148
Killdeer High School	150
Velva High School	152
Walhalla High School	153
Park River High School	160
Des Lacs-Burlington Jr. & Sr. High	161
New Town High School	165
St. Mary's High School	166
Napoleon High School	167
Beach High School	169
Divide County High School	173
Hettinger High School	175
New Rockford High School	176
Tioga High School	176
Kindred High School	178
Belfield High School	181
Mayville-Portland Jr. & Sr. High	191
Cavalier High School	197
Oakes High School	202
Standing Rock Community High School	204
Stanley High School	207
Hazen High School	212
Garrison High School	213
Linton High School	216
Bowman High School	217
Oak Grove Lutheran High School	217
Central Cass High School	227
Lisbon High School	248
Beulah High School	270
Grafton High School	270
Harvey High School	270
Larimore High School	271
Carrington High School	274
Watford City High School	283
Langdon High School	303
Bishop Ryan High School	319
Dickinson Trinity High School	322
Bottineau Jr. & Sr. High School	328
Rugby High School	349
Valley City High School	371
Wahpeton High School	437
Devils Lake Central High School	481
Shanley High School	494
St. Mary's Central High School	495
Turtle Mountain Community High	500
Jamestown High School	760
Century High School	791
Central High School	827
West Fargo High School	876
North High School	883
Dickinson High School	916
Red River High School	927
Central Campus High School	977
Williston High School	1,020
Magic City Campus High School	1,103
Mandan High School	1,195
Bismarck High School	1,265
South High School	1,265